

HOW TVET CHANGE HAPPENS: KIRIBATI STAKEHOLDER PERSPECTIVES

KIRIBATI DECEMBER 2019



FOREWORD



This report is the outcome of an intensive consultation with a broad range of stakeholders in Kiribati from Government, Training providers, Industry representatives and Disabled people's organisations on how TVET change will come about.

The human capital model places skills development at the centre of social and economic prosperity. TVET is a vital component of education systems that contributes to such prosperity. As policy, strategies and financial investments continue to be developed to enable a vibrant TVET system, the key question to ask is how change will come about to realise the gains sought from skills development in the Pacific Island economies.

This document captures Kiribati stakeholder views and perspectives on drivers for change, barriers, opportunities and strategies that will lead to effective TVET outcomes. It represents a milestone for Kiribati TVET system strengthening and reform having brought the stakeholders together to understand the local TVET landscape and what locally led approaches will be appropriate to realise change.

The Australia Pacific Training Coalition (APTC) is indebted to the stakeholders for sharing the ideas captured herein.

Achieving the change captured in this document will require sustained collective effort from all stakeholders. APTC is only one of them and is pleased that there was an opportunity to catalyse this discussion.

Many stakeholders represented in the meetings and colleagues they spoke to after the event are using these findings to inform their work. It is particularly encouraging to hear that each organisation has committed to identify how they will contribute to change where they best add value. With all of our efforts, we can contribute to a prosperous Nation and Pacific region.

Finally, APTC commits to continue supporting Kiribati TVET stakeholders to regularly reflect on the progress we are jointly making on these strategies. We look forward to discussing and sharing with you, as custodians of the change in Kiribati how we all are progressing toward ensuring the people of the Pacific have the skills, knowledge and attributes necessary to drive National and Regional development.

A handwritten signature in black ink, appearing to read 'Lori Banks Dutta'.

Lori Banks Dutta
Deputy Chief Executive Officer
Australia Pacific Training Coalition



ACKNOWLEDGEMENT

The Australia Pacific Training Coalition (APTC) wishes to express its deepest appreciation to the following stakeholders for their invaluable participation in the workshops and post workshop discussions, which have shaped this document:

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2. Australian High Commission
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4. Kiribati Association of Non-Governmental Organisations
5. Kiribati Chamber of Commerce & Industry
6. Kiribati Family Health Association
7. Kiribati Institute of Technology
8. Kiribati Uniting Church
9. Ministry of Education
10. Ministry of Employment & Human Resources
11. Ministry of Information, Communication, Transport & Tourism Development
12. Ministry of Infrastructure and Sustainable Energy
13. Ministry of Women, Youth and Social Welfare
14. Moroni High School
15. Public Service Office
16. University of the South Pacific

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INTRODUCTION

Kiribati is a Republic island nation comprising of 33 low lying coral atolls and one raised island with a total land mass of 846 square kilometres stretched along the equator across 3.5 million square kilometres of the Pacific Ocean. It is the home to just over 110,000 people, who are of Micronesian descent, known as I-Kiribati.

Kiribati's booming population, together with its geographic size and spread, remote location, and vulnerability to climate change, are few of the great challenges that have great impacts on Kiribati's social, political and economic development.

In 2016, Kiribati released for the first time, an ambitious 20-year strategy that outlines Kiribati's development priorities to become a 'wealthy, healthy and peaceful nation'¹. This includes a government commitment to promoting inclusive and accessible formal education, and vocational training that create wider skills development to support domestic and overseas employment.

A range of important stakeholders are involved in the development of the Kiribati technical, vocational and education and training (TVET) sector and have the potential to make a significant difference. This particularly includes the Ministry of Education, the Ministry of Employment and Human Resources, National training providers MTC, KIT, USP-Pacific TAFE, state owned enterprises, the private sector, civil society, non-government and faith-based organisations. These national stakeholders are supported by foreign donors and training organisations, including the Australia Pacific Training Coalition (APTC).

The Australia Pacific Training Coalition (APTC) commenced in 2007 with a focus on delivery of quality TVET services to support positive employment outcomes for graduates. In the third phase of the program, the focus has expanded to consider the long-term sustainability and quality of TVET services in the Pacific region. This expanded approach proposes more considered work at the national level in line with the country context. It proposes that partnerships and coalitions with in-country TVET providers and other stakeholders will lay the foundation for increased country investment in and development of TVET resources. It assumes that support to build the quality of in-country TVET providers will assist in sustaining the sector and increasing its value to industry.

The new phase of the program recognises that this approach will lead to different implementation strategies in each Pacific country. Those strategies will be best developed in response to current opportunities, as identified by local stakeholders. In response to this, APTC has invested in in-country stakeholder consultation to develop country specific theory of change, implementation approaches and accompanying monitoring and evaluation frameworks.

PROCESS

This document was developed in consultation with a wide range of Kiribati stakeholders². Recognising that TVET change is not a simple 'linear' process anywhere, the consultation work was designed to draw from local knowledge to identify the factors most likely to block or enable positive change in the

TVET sector in Kiribati. That is, the best ideas about how change happens or the 'theory of change' for TVET in Kiribati. Building on this assessment, stakeholders identified the opportunities that their respective organisations could pursue to best contribute to progressive change in TVET.

¹ Office of the President of Kiribati. (2016) Kiribati 20-Year Vision 2016-2036. Government of Kiribati. Accessed online on 19/02/20 at <http://www.president.gov.ki/wp-content/uploads/2019/04/kiribati-20-year-vision-2016-2036%E2%80%A2sept.final.pdf>

² A TOC workshop was conducted in Kiribati on 3-4 December 2019 with a range of Kiribati TVET, government and non-government stakeholders. Additional follow-up consultations were undertaken with the Ministry of Women, Youth, Sport and Social Affairs, the Ministry of Employment and Human Resources and the Public Service Office.

These opportunities were framed within the broad objectives of APTC Phase 3 (APTC3) and provide the APTC Kiribati 'program approach'.

This document summarises the outcomes of this process. It reviews the current situation, identifying key drivers of change and what might block change. The document is intended to communicate the understanding of stakeholders about what needs to change in Kiribati in order to achieve the outcomes sought by APTC and its partners. It also grounds the objectives of APTC in the Kiribati context, with reference to current challenges and

opportunities. It outlines proposed strategies for the whole of the stakeholder group and areas for ongoing assessment. It serves as the basis for APTC in Kiribati to develop its specific contribution, through a detailed strategy, going forward.

The approach to change will evolve as evidence and experience about what works becomes available. This document will therefore be reviewed annually with stakeholders. The review will include ongoing assessment of the value of APTC work and recommendations for its further improvements.

TVET IN KIRIBATI

CURRENT SITUATION

As outlined above, Kiribati is a small Pacific country spread over a very large geographic area. Just over half of its 110,000 population live on the main island of South Tarawa, with the remainder spread across 24 low-lying atolls as 9 islands in the line and phoenix group are inhabited. The public sector is a major employer and while the growing private sector is creating some employment opportunities, these are largely limited to South Tarawa. International migration schemes are another major employment opportunity and income source for i-Kiribati³.

In 2016, Kiribati's general unemployment rate was 30.6% and youth unemployment rate was 54%. This suggests that young people in particular are not being equipped with the skills necessary to take up employment opportunities. This is reflected in a very low annual tertiary intake rate with approximately 25% of school leavers going on to further study⁴.

The training and employment challenges for female i-Kiribati are even greater with female

unemployment rates approximately 14% higher than males for both general and youth unemployment⁵. Further, while international labour migration is a major form of employment, and remittances a significant source of income for the country, women have not been able to take up employment opportunities offered through migration to the same extent as men. This is linked to women in Kiribati generally training in services that require a higher level of qualification, such as aged care, rather than trade-based occupations, which have traditionally been considered male occupations⁶.

There is relatively limited documentation of I-Kiribati industry demand for and perspectives on Kiribati TVET training, although the APTC3 Investment Design Document includes some detail⁷. Like other Pacific nations, there is a reliance on foreign workers for middle-level skills. There is some evidence that some employers fear losing qualified employees to brain drain through the various labour migration programs, particularly given the challenge of replacing workers in the

³ Office of the President of Kiribati. (2016) Kiribati 20-Year Vision 2016-2036. Government of Kiribati. Accessed online on 19/02/20 at <http://www.president.gov.ki/wp-content/uploads/2019/04/kiribati-20-year-vision-2016-2036%E2%80%A2sept.final.pdf>

⁴ Ibid.

⁵ International Labour Organisation. (2019) Kiribati – Employment and Environmental Sustainability Fact Sheets 2019.

Accessed online at https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_627562.pdf on 19/02/20.

⁶ From the APTC3 Investment Design Document. Accessed online at <https://dfat.gov.au/about-us/business-opportunities/Documents/aptc3-design-document.pdf> on 19/02/20.

⁷ Ibid.

small labour market. Conversely, some employers consulted as part of the APTC3 design want to see I-Kiribati trained to internationally recognised qualifications. This will enable them to take up overseas employment opportunities, which will

help address high youth unemployment rates and at the same time, meet internationally recognised occupational standards on domestic projects such as in construction and tourism.

TVET DELIVERY

Kiribati has a small number of well-established tertiary institutions including the Marine Training Centre (MTC), Kiribati Institute of Technology (KIT), Kiribati Teachers College (KTC) and the University of the South Pacific (USP) - PacTAFE. Some secondary schools and a range of Australian Registered Training Organisations, including APTC, also deliver training in Kiribati. NGOs such as Red Cross and the Kiribati Tourism Association also provide some training.

Kiribati has adopted the Pacific Qualifications Framework and the Pacific Quality Assurance Framework as the country's first qualifications and quality assurance frameworks, rather than setting up a national TVET regulator⁸. These frameworks operate under the Educational Quality and Assessment Program (EQAP) managed by the Secretariat of the Pacific Community (SPC) based in Fiji. In 2018, KIT became the first Kiribati TVET provider to gain accreditation as a higher education and training institution under these regional frameworks.

The TVET sector is shaped by ongoing national policy development and frameworks. Kiribati's 20-Year National Vision (KV20) launched in 2016 outlines the government's intention to promote inclusive formal education that creates wider skills development to support domestic and overseas employment⁹. This includes aligning the curricula for vocational training to the broader national development agenda to generate skills in fisheries, tourism and other complementary sectors. There is also a commitment in the 20-year vision to diversify TVET training to match wider national industry needs. The government's key TVET strategy has increased access to vocational training by establishing more vocational training centres in the outer islands.

The Kiribati Development Plan (KDP) 2016-2019 includes five key priority areas (KPA), however, KPA 1 (Human Resources Development) and KPA 2 (Economic Growth and Poverty Reduction) are key priority areas that target a goal to "improve the quality of education and training to provide students with the skills and capability to progress to a productive future"¹⁰. The importance of a highly literate and numerate workforce with the ability to compete internationally and meet the demand for skills in countries such as New Zealand and Australia is highlighted. Some of the strategies specified in the national development plan to improve the quality of education and training are:

- Strengthen and enforce TVET quality standards so that TVET providers meet regional and international standards.
- Improve access and entry opportunities for I-Kiribati into TVET programs and qualifications through strategies, including the development and implementation of an Outer Island and Kiritimati Island strategy, skills testing and gap training for existing workers.
- Diversification of TVET training to match industry needs.
- Rehabilitation of KIT Bikenibeu Campus.

⁸ These sit under the Educational Quality and Assessment Program (EQAP) and are managed by the Secretariat of the Pacific Community (SPC) based in Fiji.

⁹ Office of the President of Kiribati. (2016) Kiribati 20-Year Vision 2016-2036. Government of Kiribati. Accessed online on 19/02/20 at <http://www.president.gov.ki/wp-content/uploads/2019/04/kiribati-20-year-vision-2016-2036%E2%80%A2sept.final.pdf>

¹⁰ Government of Kiribati. (2016) Kiribati Development Plan 2016 – 2020. Accessed online on 19/02/20 at <http://www.mfed.gov.ki/sites/default/files/Kiribati%20Development%20Plan%202016%20-%202019.pdf>

At an institutional level, the Kiribati Support Facility Community Support Strategy 2017-2019 had addressed equity and inclusion at KIT¹¹. The strategy provided an approach to increasing the participation of young women, men and disadvantaged groups in skills development programs, plus strengthening the institutional focus on social inclusion. However, there are no specific strategies in either the KV20 or KDP for increasing access to training for women or people living with a disability (PLWD). Recent research suggests that the lack of attention to disability and inclusion in education and training in Kiribati is linked to negative cultural attitudes toward People Living with a Disability, which show limited signs of changing despite Australian aid investments in this area¹².

APTC OBJECTIVES IN KIRIBATI

In line with the overall purpose of APTC¹³, there are three end of program outcomes expected by the end of the third phase. Grounding these in the present Kiribati TVET context, stakeholders identified the following specific changes for the end of APTC Phase 3:

1. Graduates have improved employment outcomes

Graduates, particularly young people, will take up TVET pathways and graduate with the necessary skills for both domestic and overseas employment, which will reduce the reliance on foreign workers. They will be valued and have good relationships with employers that recognise their skills and capabilities. They will be remunerated adequately, and this additional income will benefit their families and communities. Graduates will have more self-employment opportunities.

Underpinning this outcome is the assumption that the pathways through training and employment will be viable and understood, particularly for young people. Also, that training will focus on teaching the necessary skills to the required standard so that graduates can move straight into jobs or set up their own businesses. There is an assumption that i-Kiribati graduates will be sought after nationally and regionally, and salary levels will increase as will the quality of relationships with employers. Finally, there is an assumption that higher salary levels will contribute to increased income for other family and community members.

2. Co-investment in skills training increases

Individuals, including those who are self-employed, and families will invest in TVET at the same levels as university courses. The government will also invest more in TVET. Employers will provide work placement opportunities to students and there will be incentives for them to invest in staff capacity development. Increased local investment in TVET, by individuals, families and the government, will mean more local ownership and less reliance on donor funding.

Achieving this outcome assumes that sufficient improvements in TVET quality can be demonstrated and promoted so that individuals and families see it as a good option. It assumes that it is possible to influence government to allocate more resources to TVET and employers to see value in investing in employees. Overall, it assumes that it is possible to reduce the current reliance on international funding and workers.

¹¹ From the APTC3 Investment Design Document. Accessed online at <https://dfat.gov.au/about-us/business-opportunities/Documents/aptc3-design-document.pdf> on 19/02/20.

¹² Yates, R. (2019) Dependency on Australian aid and the introduction of inclusive education initiatives in Kiribati. Accessed online at <https://onlinelibrary.wiley.com/doi/10.1002/app5.296> on 28/02/20.

¹³ The APTC Phase 3 purpose is - The skills and attributes available to employers from TVET systems align with labour market requirements.

3. Selected TVET partners demonstrate quality TVET provision

TVET providers will be well resourced and have improved training infrastructure, including on the outer islands. They will be well managed by strong leaders, employ qualified professionals and support their staff to maintain current knowledge and qualifications. TVET providers will have stronger links with other providers and share resources with each other. They will also have stronger links with industry and employers.

Achieving this outcome assumes there will be adequate resources for provider training infrastructure, some of which will be outside Tarawa on the outer islands. It assumes there will be a pool of sufficiently qualified and capable leaders and trainers, together with sufficient resources to support their further capacity development. Finally, this outcome assumes close collaboration between TVET providers and between the TVET sector and industry to produce skilled, work-ready graduates.

HOW WILL CHANGE HAPPEN?

STAKEHOLDERS

Kiribati is a small country, but like other Pacific nations, there are numerous stakeholders in the TVET sector. Stakeholder analysis suggests they have varying levels of involvement, interest and influence in TVET delivery and development. While there are existing partnerships between some stakeholders, there is relatively limited cooperation between them as a sector, overall.

The Government of Kiribati was identified as a very important stakeholder in the development of the TVET sector and with the power to make a significant difference. This particularly includes the Ministry of Education, the Ministry of Employment and Human Resources, and the Human Resources Planning Committee, all of which can influence funding for TVET and TVET trainers. Other departments with a role in TVET include the Ministry of Women, Youth, Sport and Social Affairs, the Public Service Office and the Ministry of Infrastructure and Sustainable Energy.

National training providers MTC, KIT, USP-Pacific TAFE, secondary schools delivering TVET, and international training providers, are another important group of stakeholders. These providers bring significant long-term experience to contribute further development of the sector.

State owned enterprises, the Public Utilities Board, and the private sector, represented by the Kiribati Chamber of Commerce and Industry, the Kiribati Major Employers Organisation and individual businesses in the country, have an interest in the development of relevant skills for further business development.

Another important set of stakeholders identified by participants at the workshop include civil society organisations, like the Kiribati Association of NGOs (KIANGO) and the Kiribati Family Association. Faith-based entities including the Church Education Directors Association in Kiribati (CEDAK), Kiribati Uniting Church and Catholic Education Office, were all seen as having substantial power and interest due to their ability to influence their congregations' perceptions of TVET.

Beyond these immediate stakeholders are the development partners, especially Australia and New Zealand, which both support technical training and labour mobility for I-Kiribati, as well as Taiwan and more recently China.

DRIVERS OF CHANGE

There are several influences likely to support and drive positive change in the Kiribati TVET sector:

National development policy: The Kiribati Government, as outlined above, has identified the role of quality TVET in achieving national development goals and committed to increasing TVET access.

Labour mobility: International labour migration opportunities provide a strong incentive for further TVET sector development. The Kiribati Government is very positive about international skilled work opportunities in addressing national unemployment and contributing to the economy through remittances. It has a long history of maritime employment and engages in labour schemes with Australia and New Zealand. The potential to expand these opportunities through strengthening TVET would align with Kiribati's experience to date.

Strong local TVET providers: Kiribati has locally owned, stable deliverers providing training that is quality assured to international standards, such as the Marine Training Centre and the Kiribati Institute of Technology. Further, in the case of MTC and KIT, their close relationship with the Ministry of Employment creates alignment in delivering training that leads to employment opportunities.

Commitment to addressing youth unemployment: All stakeholders want to create viable and long-term opportunities for their young people by ensuring they have both formal and cultural skills.

Donor support and resourcing: Funding is available through donor programs to support the development of technical and vocational training (refer to Annex One). Labour mobility opportunities are also available with Australia and New Zealand. While these opportunities cannot lead change in the sector in Kiribati, they can be utilised to support the strategic directions identified and managed by stakeholders.

BARRIERS TO CHANGE

At the same time the context in Kiribati is challenging and there are key barriers that could limit action for change including:

Insufficient government investment in TVET: Not being adequately prioritised and resourced by the government means TVET cannot meet current demand, with approximately two thirds of applicants missing out on a place in TVET training at KIT. Lack of resourcing also limit TVET leaders and trainers from getting professional development opportunities. There are also issues with inadequate TVET infrastructure.

Geography: The geographic isolation and spread of Kiribati's islands, together with its limited transport and communications, make it expensive and difficult to deliver training beyond the main island.

Limited domestic employment: The lack of domestic job opportunities, produced by geographic remoteness, a narrow resource base, a limited private sector and a growing youth population, means that there are not enough jobs in Kiribati and therefore a reliance on international labour migration. I-Kiribati employers may choose not to invest in training their employees for fear they will gain qualifications only to leave and take up employment overseas.

Poor perception of TVET: Lack of awareness of the value of TVET by families, communities, government, private sector and NGOs. This view sees TVET as a poor alternative to academic education. Lack of awareness of the economic value of TVET to the nation.

Lack of coordination between TVET stakeholders: There is limited cooperation and collaboration between government ministries, TVET providers, industry and other key stakeholders across the sector. Related to this, there is a lack of pathways and curriculum development from school to post school and between training institutions.

Fear of change: There is a sense that I-Kiribati are generally not very open to change and this may make it difficult to adjust perceptions of the value of TVET. Some stakeholders identified a further issue in APTC moving from primarily providing scholarships to now seeking co-investment and working on TVET system strengthening. It was felt that this might create uncertainty for I-Kiribati who may then be reluctant to engage with APTC.

■ CURRENT OPPORTUNITIES

In this context of both enabling and inhibiting factors for change, the following contextual opportunities have been identified as particularly open to engagement by APTC and other collaborating organisations:

- The **development of a TVET strategy** by the Ministry of Employment and Human Resources is an important opportunity for the government to provide further leadership for the sector and reinforce the value of technical and vocational skills development within the Government of Kiribati.
- The arrival of the **submarine cable** in 2020 and the potential it creates for improved communications across the country could be harnessed to support awareness raising about the value of TVET. It will also create opportunities for employment in the ICT sector.
- There are a number of **major infrastructure projects** underway or in the pipeline for implementation that will create employment opportunities in construction and carpentry, as well as in project and construction site management.
- There are opportunities for further **international labour mobility**, through existing schemes PLS and RSE.
- KIT opened a small **campus on Kiritimati Island** in 2019, which has the potential to improve access and deliver training to I-Kiribati outside of Tarawa.
- The recent COVID-19 pandemic and associated travel restrictions was identified as a threat in follow up consultations with MEHR. While it may increase capacity gaps in training/capacity development, it may also be an opportunity. It is likely to mean some foreign workers leave or are pulled out of Kiribati and far fewer visiting advisors and consultants for at least the next six to 12 months. This may create an opportunity for local **people to take up vacancies** previously filled by foreigners.

APTC KIRIBATI PROGRAM STRATEGY

APTC APPROACH

Taking into account the complex context in Kiribati, APTC will work with a range of stakeholders to bring about change towards its intended outcomes. It will recognise the current drivers and work with others to address the barriers and take advantage of emerging opportunities. APTC will be one player within the wider system and seek to leverage broader change through its relationships and collaborations with others.

Making use of existing resources and in line with the overall program approach, APTC will work together with other interested Kiribati TVET stakeholders, using the following core strategies:

1. **Increase TVET coordination and collaboration** by forming a Sector Reference Group involving employers, training providers and government representatives. Workshop participants agreed to meet on a quarterly basis so re-convening interested members of this group could be the first action to progress this strategy.
2. **Promote the value of TVET** as a valuable and worthwhile career pathway through awareness raising and sharing TVET success stories. This will likely involve identifying TVET champions; documenting success stories; and, sharing them through awareness-raising activities with primary and secondary schools, TVET career exhibition days, through elders at the community level, and both traditional and social media.
3. **Support secondary schools** to deliver quality TVET courses. Support the implementation of the Ministry of Education's TVET in Schools Program as part of its Education Sector Strategic Plan 2020-2023 and the longer term TVET in Schools Plan (2020-2036). This may include developing curricula and resources; trainer capability development in competency-based training and assessment or in their area of vocational expertise; facilitating industry engagement and labour market information to ensure the creation of pathways into training and employment; and providing expertise and feedback for continuous improvement and quality assurance.
4. **Support the new TVET Pathways Taskforce** to identify streamlined pathways from secondary education into, through and between training, employment and entrepreneurship. This may include pathways mapping, curricula review and development, industry consultation, Gender Equality & Social Inclusion (GESI) expertise, teacher capability development, and coordinating or participating in working groups comprising TVET stakeholders (providers, government, NGOs, employers and so on).
5. **Advocate for more professional development for TVET leaders** and staff by lobbying MEHR, HRPC and TVET providers, and preparing and submitting a TVET training plan as part of the national training plan. Have input into the development of the National TVET Policy (currently in draft). Identify and utilise current opportunities for staff capability development through, for example, training providers such as APTC, KTC or KIT.

6. Work with Government and other key stakeholders to **identify employment opportunities** both in Kiribati and internationally, beyond existing labour schemes. Facilitate consultation with industry, the Pacific Labour Facility (PLF) and employers to ensure training providers are developing the in-demand skills required for students to progress into further training or employment.
7. **Increase TVET coordination and collaboration** by forming a sector Reference Group involving employers, training providers and government representatives. Workshop participants agreed to meet on a quarterly basis so re-convening interested members of this group could be the first action to progress this strategy.

MONITORING AND EVALUATION

Monitoring and evaluation will focus on changes achieved in the three outcome areas – graduate employment, co-investment and TVET strengthening - with particular attention to:

- The development of partnerships between TVET stakeholders and the extent to which a coordinated approach increases TVET quality and graduate employment outcomes.
- The extent to which strategic advocacy for the value of TVET based on a coordinated approach influences individuals, families, communities, government and industry towards further support for the sector.
- An expanded role for secondary schools in delivering TVET and what supports are required to ensure quality outcomes for students, particularly female students given high female youth unemployment rates.
- How the Government of Kiribati is supporting and resourcing the professional development of TVET leaders and staff, and how this affects TVET quality and student outcomes.



Outcomes

Graduates, in particular young people, will take up TVET pathways and have the necessary skills for both Domestic & Overseas employment

Individuals including those who are self-employed and families will invest in TVET at the same levels as University courses

TVET providers will be well-resourced and have improved training infrastructure including outer islands



Strategies

Advocate for more Professional development for TVET leaders & staff

Promote the Value of TVET

Support the New TVET pathways Taskforce

Work with Government & key stakeholders to identify employment opportunities locally & internationally

Support Secondary schools to deliver quality TVET

Increase TVET Coordination & Collaboration



Assumptions

There is close collaboration between TVET providers and between the TVET sector and industry to produce skilled, work-ready graduates.

There will be adequate resources for provider training infrastructure, some of which will be outside Tarawa on the outer islands.

That it is possible to influence government to allocate more resources to TVET and employers to see value in investing in employees.

Higher salary levels will contribute to increased income for other family and community members.

That training will focus on teaching the necessary skills to the required standard so that graduates can move straight into jobs or set-up their own businesses.

There will be a pool of sufficiently qualified and capable leaders and trainers, together with sufficient resources to support their capacity development.

That it is possible to reduce the current reliance on International Funding and workers.

Sufficient improvements in TVET quality can be demonstrated and promoted so that individuals and families see it as a good option.

I-Kiribati graduates will be sought after Nationally & Regionally and salary levels will increase as will the quality of relationships with employers.

The pathways through training and employment will be viable and understood, particularly for young people.



PRINCIPLES

Focus on growing youth population

Focus on GESI

Scattered Island Community & Religious organisation

Strong Culture & Tradition

Enablers and Disablers for Success

DRIVERS



National Development Policy: The Government of Kiribati has identified the role of quality TVET in achieving National development goals and committed to increasing TVET access.

Labour Mobility: International Labour Migration opportunities provide a strong incentive for further TVET sector development and the potential to expand these opportunities through TVET strengthening would align with Kiribati's experience to date.

Strong Local TVET Providers: providing training that is quality assured to international standards, such as the Marine Training Centre and Kiribati Training Centre.

Commitment to Addressing Youth Unemployment: All stakeholders want to create viable and long-term opportunities for their young people by ensuring they have both formal and cultural skills.

Donor Support & Resourcing: through donor programs and labour mobility opportunities with Australia & New Zealand that can be utilised to support strategic directions by TVET stakeholders.

OPPORTUNITIES



Development of a New TVET Strategy: by the Ministry of Employment & Human Resources an important opportunity for government to provide further leadership for sector & reinforce value of TVET skills development within government.

Arrival of Submarine Cable in 2020 and the potential it creates for improved communications across the country could be harnessed to support awareness raising about the value of TVET & create employment in the ICT sector.

Major Infrastructure projects underway or in the pipeline for implementation that will create employment opportunities in construction and carpentry as well as in project and construction site management.

Existing Recruitment Schemes such as the Pacific Labour Scheme and Recognised Seasonal Employer Schemes that provide International Labour mobility opportunities.

KIT Campus on Kiritimati Island in 2019 with the potential to improve access and deliver training to I-Kiribati outside Tarawa.

Local people to take up vacancies previously filled by foreigners who have returned to their home countries due to COVID-19 pandemic.

BARRIERS



Insufficient Government Investment in TVET: Not adequately prioritised and resourced by government with skills demands in TVET unmet. Lack of resources limits TVET leaders and trainers getting professional development opportunities.

Geography: geographic isolation and spread of Kiribati's islands, together with its limited transport and communications make it expensive and difficult to deliver training beyond the main island.

Limited Domestic Employment: produced by geographic remoteness, a narrow resource base, a limited private sector and a growing youth population, mean there are not enough jobs in Kiribati and therefore a reliance on International Labour migration.

Poor Perception of TVET: Lack of awareness of the value of TVET by families, communities, government, private sector and NGOs as having economic value to the nation. This view sees TVET as a poor alternative to academic education.

Lack of Coordination between TVET stakeholders: Limited cooperation & collaboration between government ministries, TVET providers, industry and other key stakeholders and related lack of pathways and curriculum development from school to post school & between training institutions.

Fear of Change: this was identified by some stakeholders in relation to difficulty in changing people's perceptions about the value of TVET and a reluctance to engage with APTC pegged it being a provider of scholarships to now seeking co-investment.

Annex One: Recent and ongoing Donor support for technical and further education and training in Kiribati¹⁴

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY	PARTNERS
Australian Government (DFAT)				
Skills development		<p>The Kiribati Facility: AUD20 million (2016-20)</p> <p>Kiribati Skills for Employment Program</p> <p>Flexible Support Facility</p>	<p>The Kiribati Facility consists of the Skills for Employment Program (SfEP) and the Flexible Support Facility (FSF).</p> <p>SfEP builds on the previous Kiribati Technical Vocational Education and Training Sector Strengthening Program to develop a more capable, qualified and mobile I-Kiribati workforce. It includes new initiatives to increase the quality and relevance of training at the Kiribati Institute of Technology (KIT) to meet local, regional and international labour market demand and strengthen pathways to employment. This includes a Job Search Centre, work placements, partnerships with Group Training Organisations, and a vocational pathway bridging program to reach young people disengaged from the education system. SfEP complements Australia's funding to the Australian Pacific Technical Coalition, the Pacific Labour Scheme and the Seasonal Worker Program.</p> <p>The Flexible Support Facility (FSF) provides DFAT with a flexible delivery mechanism to better manage in-country development across sectors particularly those related to human resource development.</p>	<ul style="list-style-type: none"> • Kiribati Institute of Technology • Kiribati Ministry of Employment and Human Resources • Scope Global • Marine Training Centre • APTC
Education		<p>Kiribati Education Improvement Program Up to \$70 million (Phases I, II and III), 2011-2019</p>	<p>Through the Kiribati Education Improvement Program (KEIP), Australia supports the implementation of the Kiribati Education Sector Strategic Plan and its goal of improving the quality of education provided in I-Kiribati schools. KEIP aims to improve access to quality basic education for all girls and boys, including children with a disability. Under KEIP, Australia is working with the Government of Kiribati to provide safe and healthy learning environments, adequate resources, a modern curriculum, professional teachers, and improved management of the education system. KEIP started in 2011 and is currently in Phase III, which commenced in April 2016.</p>	
New Zealand Government (MFAT)				
Employment/ Training		<p>NZ Development Cooperation with Kiribati</p>	<p>Current activities include:</p> <ul style="list-style-type: none"> • Facilitating labour mobility schemes that help I-Kiribati find high quality employment offshore • Significantly expanding the capacity of the Kiribati Institute of Technology through the construction of a new School of Nursing and Health facility • Supporting the Marine Training Centre in provision of high-quality training that helps I-Kiribati secure good jobs on foreign vessels; a current focus is upon introducing officer-level training 	

¹⁴ From the ATPC3 Investment Design Document. Accessed at <https://dfat.gov.au/about-us/business-opportunities/Documents/aptc3-design-document.pdf> on 20/01/20.

Japan			
Education/Training	Grant Assistance for Grassroots Human Security Projects (GGP)	Japan's GGP aims to aid self-supporting socio-economic development activities that benefit sectors at the grassroots level. This includes: (a) Building and repairing school buildings in rural areas and schools with poor educational environments (b) Building and repairing training centre buildings for human resource development and community development	

PACIFIC REGIONAL

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY	PARTNERS
Australian Government (DFAT)				
TVET/Skills development	APTC Phase 3	As Australia's flagship TVET investment in the Pacific region, APTC works collaboratively with national governments, development partners, the private sector, organisations for people living with disabilities, civil society organisations and Pacific TVET institutions regionally and across nine Pacific Island countries to support skills development and the improved quality of Pacific TVET systems. APTC activities in Kiribati include: <ul style="list-style-type: none"> Over 500 I-Kiribati women and men accepted into APTC's programs and graduated with Australian qualifications since 2007 Mentoring and capability development in vocational skills and in competency-based training and assessment for KIT and MTC training delivery staff Training and refresher courses to prepare I-Kiribati to work in Australia on labour mobility schemes The APTC Stage 2 Advisory Board and the current APTC Board include a representative from Kiribati Diagnostic quality reviews of KIT hospitality, automotive and electrical courses against the Australian Qualifications Framework with recommendations A business process review of the KIT student administration area Provided RPL for selected KIT graduates to Australian qualifications 	<ul style="list-style-type: none"> Kiribati Institute of Technology Kiribati Ministry of Employment and Human Resources 	
Education	Partnership with Educational Quality and Assessment Program (EQAP) \$2.13 million, 2016-2018	EQAP is the regional institution mandated to improve education quality in the Pacific. Situated in the Pacific Community (SPC), EQAP provides a range of services to member countries such as regional assessments of literacy and numeracy, and support to national education assessments and education management information systems. Australia is a long-term partner of EQAP and provides funding towards implementation of EQAP's Business Plan.		

Education	University of the South Pacific Partnership 2014-2018, \$70 million	The USP-Government of Australia Partnership is aligned with the USP Strategic Plan 2013–2018 and is focused on achieving improved outcomes in Learning and Teaching, Research, Information and Communication Technology, and Regional Engagement. DFAT is designing the next phase of support to commence in early 2019.
Scholarships	Australia Awards	Australia Awards Scholarships and Australia Awards Pacific Scholarships contribute to human resource development in Kiribati, providing the opportunity for Kiribati citizens to undertake vocational, graduate and postgraduate study in Australia and the Pacific to develop essential knowledge and skills needed in Kiribati. In 2020, Australia will support 129 I-Kiribati students to study at tertiary education institutions in Australia and the region.
Employment	Seasonal Worker Program (Department of Education, Skills and Employment)	Australia's Seasonal Worker Program connects Pacific island workers with Australian employers experiencing labour shortages, typically in rural and remote areas. Since 2015, more than 974 I-Kiribati have worked in Australia under the Seasonal Worker Program with 108 workers under the Pacific Labour Schemes.
Employment	Pacific Labour Mobility Scheme	The Pacific Labour Scheme commenced on 1 July 2018. Building on the success of the Seasonal Worker Program and the Northern Australia Worker Pilot Program, the PLS helps meet business demand across all sectors in rural and regional Australia. To date there have been 121 I-Kiribati workers employed through the PLS, with key industries being hospitality and aged care.
Employment	Pacific Labour Facility	The Pacific Labour Facility (the Facility) connects Australian employers with Pacific workers and supports the administration of the Pacific Labour Scheme (PLS). It also provides targeted support for the Department of Jobs and Small Business (DJSB) led Seasonal Worker Program (SWP). The Facility commenced in October 2018 and is focused on: <ul style="list-style-type: none"> • Increasing the quality of training and flow of workers to Australia • Promoting the PLS with Australian employers • Providing support services for Pacific workers in Australia and support their return to local communities and economies • Monitoring the social and economic impacts of Australia's labour mobility arrangements
Employment/ Livelihoods	Pacific Women Shaping Pacific Development	Pacific Women Shaping Pacific Development aims to improve opportunities for the political, economic and social advancement of Pacific women. One of the four outcomes sought by the program is 'Women have expanded economic opportunities to earn an income and accumulate economic assets'. Activities under this area in Kiribati include: <ul style="list-style-type: none"> • A feasibility study to determine viable economic opportunities for women in Kiribati (Consultant). • Conducted a feasibility study on women's economic opportunities across three islands in Kiribati (Kiritimati, South Tarawa and Butaritari), including consideration of microcredit access options for women on outer islands. • Identifying and supporting organic value chains that benefit women as producers, suppliers, processors and entrepreneurs whilst also enhancing their capacity for inter-regional organic trade within the Republic of the Marshall Islands, Federated States of Micronesia, Palau and Kiribati (with the Pacific Community (SPC)/Pacific Organic and Ethical Trade Community).
Technical assistance	Australian Volunteers	The Australian Volunteers Program matches a broad range of skilled Australians with partner organisations in the Indo-Pacific region, to support them to achieve their own development goals. Twelve new Australian volunteers will be deployed to Kiribati in 2020-21 to help build local capacity in the areas of health; education and special education; law, justice and governance; gender equality and social inclusion.

New Zealand		
Education	Support for EQAP	The Educational Quality and Assessment Program (EQAP) at the Pacific Community (SPC) is a valued and respected partner working across the Pacific region to raise the quality of education. As the key technical agency in the region for education, EQAP supports the development of assessment practice, curriculum and teacher standards, and the effective use of data across the Pacific. We are working with Australia to jointly provide broad-based support for EQAP and their work. This is envisaged as a ten-year partnership and we have committed NZD\$5m in base funding for the first three years.
Education	E-learning for Science in Pacific Schools	Design of a program to address the shortage of teaching expertise in science through an e-learning initiative.
Scholarships	New Zealand Scholarships	Full scholarships to study in New Zealand or at a Pacific university.
Scholarships	New Zealand Short Term Training Scholarships	New Zealand Short Term Training Scholarships fund skills training and work experience for professionals from eligible Pacific countries and Timor-Leste for between a minimum of one week and up to 12 months. Scholarships are available for technical or vocational study; non-formal courses; a work placement; Diploma programs; and certain maritime courses.
Employment	Recognised Seasonal Employer scheme	The Recognised Seasonal Employer scheme (RSE) allows New Zealand employers in the horticulture and viticulture industries to employ up to 12,850 migrant workers for up to seven months each year. MFAT supports Pacific island countries to maximise participation in the RSE scheme by funding the Ministry of Business, Innovation and Employment to deliver capacity-building activities that improve worker selection, recruitment processes and pre-departure programs. While in New Zealand, RSE workers have access to additional training (such as English language, financial management, and business development) through Vakameasina: the RSE Worker Training Program, delivered by Fruition Limited.
Employment	New Labour Mobility Initiatives	MFAT funds the Ministry of Business, Innovation and Employment to pilot and implement labour mobility initiatives in sectors beyond horticulture and viticulture, and to build the capacity of Pacific island countries to recruit and prepare their workers for New Zealand. The Pacific Trades Partnership is one new initiative that offers trained Pacific carpenters and hammer-hands the opportunity to work in New Zealand's construction industry. A labour mobility fisheries pilot is also underway, offering opportunities for graduates of the Pacific marine training centres to work on New Zealand fishing vessels.
Japan		
Education	Ministry of Education, Culture, Sports, Science and Technology (MEXT) scholarships	The Government of Japan through the Embassy of Japan offers scholarships for postgraduate research, undergraduate studies and diploma courses to qualified nationals of Fiji, Kiribati, Nauru, Tuvalu and Vanuatu for studies in Japan.
Scholarships	Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS), 2016-2018	Pacific-LEADS aims to foster young leaders who play a vital role towards the resolution of development challenges in Pacific island countries. Between 2016 and 2018, 120 government officials from 14 Pacific nations received scholarships to undertake Masters study in Japan.

UK		
Education	Scholarships	Chevening scholarships are available for postgraduate in any subject at any UK university.
ADB		
Education/Skills development	University of the South Pacific: Higher Education in the Pacific Investment Program 2012-2022	The program sought to support USP in expanding access to higher education in its 12 member Pacific island countries by improving physical environments and learning programs. The program aimed to strengthen USP's regional role and support its four priority areas: (i) improvement and expansion of the USP regional campuses and accommodation facilities in Kiribati, the Solomon Islands, and Fiji, (ii) enhancement of information and communication technology (ICT)-based learning programs and curricula; (iii) improvement of USP student services; and (iv) improvement of USP governance and management systems.



HOW TVET CHANGE HAPPENS

KIRIBATI

STAKEHOLDER PERSPECTIVES

KIRIBATI DECEMBER 2019

